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THE ROLE OF THE COMMUNITY COLLEGE PRESIDENT.

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FOUR ASPECTS OF THE COMMUNITY COLLEGE PRESIDENT'S ROLE ARE PLANNING A CAMPUS, ECONOMIC PLANNING, PROGRAM PLANNING AND MERGING OF INSTITUTIONS. FROM THE EARLIEST POSSIBLE MOMENT, THE PRESIDENT SHOULD BE INVOLVED IN CAMPUS PLANNING. HE MUST USE HIS KNOWLEDGE OF THE COMMUNITY, ITS EMPLOYMENT, POPULATION, SOCIAL CHARACTERISTICS, EDUCATIONAL ACHIEVEMENTS, INCOME, AND ATTITUDES AS A BASIS FOR PLANNING CURRICULUMS, PROGRAMS, AND ULTIMATELY THE FACILITY TO HOUSE THEM. EFFICIENCY OF ECONOMIC PLANNING IS NECESSITATED BY POPULATION GROWTH AND BY TECHNOLOGICAL ADVANCES WHICH, WHILE INCREASING PRODUCTIVITY, RARELY SAVE MONEY. PLANNING OF ANY NEW OPERATION DEMANDS CAREFUL AND REALISTIC COST ANALYSIS. THE PRESIDENT'S ROLE IN PROGRAM PLANNING IS DEPENDENT ON THE COLLEGE PHILOSOPHY, THE DEGREE OF COMPREHENSIVENESS OF THE COLLEGE, THE RELATIVE EMPHASIS ON SPECIFIC PROGRAMS, SOCIOLOGICAL FACTORS IN THE COMMUNITY, FACULTY AVAILABILITY, AND OTHER CONSIDERATIONS. MERGING OF SINGLE PURPOSE INSTITUTIONS INTO COMPREHENSIVE COMMUNITY COLLEGES IS A CHALLENGING PROCESS, COMPLICATED BY THE MOTIVES UNDERLYING THE MERGER, THE HISTORY OF THE INSTITUTIONS INVOLVED, THE EXISTING ADMINISTRATIVE AND TEACHING STAFFS, COMMUNITY REACTION, STUDENT OPINION, AND THE BOARDS INVOLVED. THESE PAPERS WERE PRESENTED FOR A COURSE ENTITLED, "THE TECHNICAL COMMUNITY COLLEGE" 'RUTGERS, GRADUATE SCHOOL OF EDUCATION, SEPTEMBER 26, 1967. (WO)

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THE ROLE OF THE COMMUNITY COLLEGE PRESIDENT

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A composite of presentations made by four community college presidents for the course entitled "The Technical Community College" on September 26, 1967.

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THE COMMUNITY COLLEGE PRESIDENT

Dr. Angelo C. Gillie

The college president has been the subject of considerable study in recent years. One of the major findings of these investigations is that the role of the college president has become one of the most difficult and complex leadership tasks in American society. He must function in four administrative areas - institutional development, business affairs, academic affairs and student affairs. Sometimes he finds himself facing problems that cross over more than one of these areas and involve college objectives that are in contest with one another.

One study has found that the board of trustees of most colleges grant authority to, and hold the presidents responsible for, activities that can be further divided into twelve categories. They are:

"(1) The operation and development of the institution as a whole and for each of its parts
(2) Service as the chief administrative officer and the principal educational officer of the institution
(3) Maintaining and promoting a broad view of the objectives and mission of the institution
(4) Planning, developing, and administering all institutional activity
(5) Developing and maintaining a program of instruction, research, and service suited to the needs of the institution's sponsors and of all the students admitted
(6) Recruiting and maintaining a high-quality instructional, research, and administrative staff
(7) Recruiting, admitting, and supervising a qualified student body
(8) Developing plans to finance the required capital and current budgets of the institution
(9) Developing and maintaining modern procedures in plant maintenance, purchasing, budgeting, accounting, auditing, and financial reporting
(10) Developing a sound, streamlined, administrative structure for the institution, to the end that all employees will be properly assigned and supervised
(11) Developing communication channels between and among all staff and student groups in the institution

(12) Disseminating information regularly about the institution to other agencies related to the constituency, to cultural, civic, and business organizations, to the alumni, and to the general public".[1]

It is obviously impossible to examine all these aspects of the presidential role in one session. We are going to delve into several of these areas, with the help of four New Jersey community college presidents. In order to minimize the possibility of a duplication of effort, each of the presidents has been asked to address himself to one topic. Dr. Silverman will reveal the tasks that confront a Community College President When Planning a Campus. He will be followed by Dr. McCabe, who will deal with The Role of the President in Economic Planning. Dr. Chambers then will tell you about the President's Responsibilities in the Area of Program Planning. Our last speaker, Dr. Greenfield, is going to relate the Role of the President in the Merging of an Existing Institution into a Newly Authorized Community College. The presentations of these four presidents will clearly point out the diversified problems that a college president encounters.

[1] Ayers, A.R. and Russel, J.H. Internal Structure: Organization and Administration of Institutions of Higher Education. Washington: U. S. Department of Health, Education and Welfare, 1962 OE53012.

THE ROLE OF THE COMMUNITY COLLEGE PRESIDENT IN PLANNING A CAMPUS

Dr. Sidney Silverman
Bergen County College

The assignment I have for today is to talk to you about the planning of a campus and the president's responsibility in campus planning. I think ideally the president should be involved with planning from the moment the concept of the community college is developed within the particular municipality. The sooner he gets on the scene the better will he be in interpreting the needs of that community in planning the college. All too often, Boards of Trustees are engaged, plans are initiated, and architects are involved with the planning processes before the president arrives on the scene. The ideal situation, if it can be transmitted to the communities, would be to hire its president as soon as the concept materializes that the county or community is ready for a college. I say this because the total involvement of the individual is paramount for effective planning.

What are some of the steps, the kinds of responsibility, and some of the things the president should know if he is going to effect a good planning program for that community? First, he must know as much about that community as he could possibly gather together. How does he do this? He can make use of the traditional methods of surveys. The president must learn about the population trends and growth of that particular muncipality. He has to have an idea of the employment picture, the occupational characteristics, the industries, the numbers of employees in each industry. He should have a clear concept of the social characteristics of the community, which includes the kinds and numbers of professionals, managerial employees, and craftsmen. He should know something about their incomes, the salary ranges and the average. Such information may provide clues to the monies that would be available. The president must learn about the educational achievements of the community. This means he has to conduct surveys in order to know the facts about high school enrollments, elementary school enrollments and to then project the enrollments over a decade. Such a survey would provide the Board of Trustees and President with a firm projection of numbers of students who might be serviced by that college in the years ahead. He has to have an understanding of the educational institutions which already are operating in that community. He must know something about their programs so as to avoid duplication of effort and waste of time and money. These aspects of the community college survey will all aid in the development of potential enrollment figures.

He has to determine, in some way, the attitudes of the community towards higher education in general and community college education specifically. There are strong minded communities which favor and encourage public two-year college educational programs. There are other communities which consider it as unnecessary. The president must be aware of these attitudes. He needs to learn how the layman, the businessman, and the industrialist feel about the community college. He can gather a good deal of that kind of information by means of surveys, questionnaires, interviews. But these techniques are not enough, he must involve himself personally and directly with his community. That means he must get to know and meet with the local school officials, not only the Superintendents and Principals. It is important for him to get to know the counselors who are in close contact with the students, and who have a better understanding of the desires and capabilities of the students. He should get to know the service clubs and that includes all of them, such as the Rotarians, Elks, and Kiwanians and all the others that are involved in some kind of social community activity. He must get to know the Chamber of Commerce. The president must convey to them the community college concept and what the president represents in the community college for that community. While he is gathering their ideas, the president is also becoming a spokesman for this educational institution. He interprets the community college idea to them so that they will have a better understanding of it. Many people in the community do not know what Community-Junior Colleges are. That goes for the educator as well as the layman. This is particularly true since the public two-year college is still very new in New Jersey.

Once that is done and a survey of the community is conducted for the purpose of obtaining a total concept, the president is then in the position to think about curriculums and programs of study. One of the chief responsibilities of the president is to interpret the needs and the interests of that community into the college curriculum. He looks to service the individual, commerce, and industry. At the same time he must be aware of the social and educational needs of our society. In other words, he is not only responsive to the crash material needs of a community to prepare people for jobs, but he also has to concern himself with the concerns of a society in civic and family responsibility. From his evaluation of all these forces, he develops the college programs. You will be learning more about program development later on this evening. In this program development the president must be aware of the comprehensive nature of the community college. In this way its forces are felt far beyond the narrow view of just career or transfer programs, but develops the supplementary activities which I think Dr. Chambers will talk about. Then the president has the responsibility of developing these curriculums enrollment projections into facility needs, and they are in turn converted into physical plant requirements.

It would be easy if the president could go to the architect and say "build me a college." It just isn't done that way. He must relate with

with the architect such that the architect clearly understands the needs. They must be spelled out in detail. Information such as the number of rooms you want to have that could accommodate 30 students, or 36, or 72, or 120. These are done by careful manipulated procedures which might be a little too technical to go into at this time, but would be glad to discuss with you after the program.

Then finally, there is the matter of selecting an architect, and selecting a site. My good friend and fellow panelist Bob McCabe tells me that just last week they have been able to consumate a site for their new college. This could be a very trying and painstaking operation. You have the forces of the community which wants a Community College, but the neighbor who says, yes, I want it but don't put it here, put it there. Discussion and even controversy can ensue over whether it is going to be an Urban College or a Rural College, whether it is going to be a high rise or low rise structure. These are critical determinations which the President plays a part by making his recommendations. But unfortunately, there are other forces in the community which sometime play an important role in making decisions. The president should have an important part in the selection of an architect, because it is the president who is going to work intimately with the architect in interpreting these educational needs which take priority over architectural design. From the president the architect must obtain his orientation, his understanding of the educational purpose of the new college, and the interrelationships among certain facilities. The more success the president has in engendering this understanding with the architect, the more functional the college facilities will be. These are some of the many operations and envolvements of the college president in the planning of a new campus.

THE ROLE OF THE COMMUNITY COLLEGE PRESIDENT IN ECONOMIC PLANNING

Dr. Robert McCabe
Essex County College

There are several ways to approach the question of economic planning. Some authorities say you should start by trying to determine what your resources are going to be, and then try to plan within the framework of those resources; or you might start on the other side and try to determine what your program is and try to accumulate the necessary resources to operate the program. I think that the changes that are going on today, in higher education, bring about the necessity to look very carefully at the whole question of economic planning. The resources that are available to us are not going to be enough, I think I can generalize on that. Let me elaborate. It is reasonable to say that between now and 1977, 10 years from now, enrollment will at least double in higher education. A more reasonable guess probably would be an increase of 150%, but let's say 100%. I think it also would be very conservative to say the faculty salaries will go up 50% during that time. My own estimate is considerably higher than that. If that is true, if we continue to use our physical plants in the way that we have, if we continue to use our faculty in the way that we have, that says that in 1977 we need six times as much money as we need in 1967 to operate the colleges of this country. But six times this much money is not going to be available to us. Many of the practices in today's colleges are unacceptable in terms of the economics of higher education. Therefore, we have to look very carefully about the way we go about designing our institutions with the aim in mind of getting the best possible education for as little money as possible.

Why are these changes coming about? I say the tremendous increase in the number of people going onto higher education and the changes in technology are major causes. Just think for a moment about the computer, which has never saved anybody a nickel. What it will do, however, is give you the capacity to do some things that you couldn't do before. You very seldom see any instance where it actually saves money. It might give you a better record keeping system than you had; it might provide a way to call back some information for analysis which you couldn't have gotten otherwise. For example, when I was working on my Ph.D., I used some computer time to do a problem that people not too many years before me hadn't done, simply because it involved too much computation - it would have taken too long. So I was able to do something I couldn't do otherwise. But it basically isn't going to save you any money. However, they are a fact of life. They are going to be in all of our institutions, and we are going to have to learn how to use them effectively.

In this regard, for example, the book style catalogue, rather than the card catalogue is very much a possibility, a reality in a number of

places, where you keep your records on tape in the computer and periodically reproduce a printed catalogue rather than a card catalogue. Well, this is one thing at the moment but it is not a really cheap way to go about the process; as a matter of fact, it is rather an expensive way. But if you look a little bit down the line, it can be seen that we're not far away from using cathode ray tubes for calling back information on a library and getting a display back. This means we won't have to actually print a catalogue or to make little cards and try to keep a system up to date. When that time comes, and it isn't that far away, it might be very practical to begin thinking in terms of book type catalogues. As an example in library practice, using a computer or data processing system for a book checkout makes sense.

The whole business of learning is another area. Over the last 50 years or more, we have been beginning to find out some things about learning as we're beginning to find out how people learn. We are beginning to know more about the whole process and this is affecting our thinking in terms of our organization and strategy for instruction.

At the same time we're making technological advances that are going to further affect the instructional pattern. Computer assisted instruction right now is a very expensive thing. Not too many years from now, it will be a very practical thing with which all of us will have experiences. This changes our thinking in terms of planning and in terms of the kind of staff we need in educational instutitions. The business of large group instruction, supported by considerable electronic equipment is very much a part of our thinking today. The use of programmed material, individual instruction with reliance principally on the student, are becoming realities as a part of our educational strategy.

As these changes take place, the method by which you go about economic planning changes considerably. It becomes necessary to have a much more detailed plan. Up to now, when making provisions for a course, it was customary to determine average class size, frequency of class sessions, and from that ascertain the proportion of the instructor's mean load that would be devoted to the course. This approach isn't any good to us anymore, because now we have to consider release time for instructors so they can produce materials that are going to be used in large groups. We have to start thinking in terms of the support staff that go into the servicing of these other kinds of practices. Our faculties will become accustomed to being able to call for movies in their classroom, and to the use of audio tape in individual learning centers, the library or other places on campus. As the faculty becomes accustomed to these services, they do improve the quality of education but they also become a cost factor. Therefore, when you talk about a course you need to know the cost of a course, and you have to think in terms of the staff that supports the course. The release time of the instructional staff required to produce or assemble the materials that go into developing the course, plus the cost of the instructor, make up the total cost of a course.

To do any kind of economic planning for an institution, you have to reduce all of this to how much is this going to cost against a mean faculty salary per semester hour. This gives you a good idea of what your costs are. We must avoid falling in the trap of developing a very elaborate system without a realistic analysis of cost. One needs to be very careful in the operation, an institution today should understand the instructional strategy and the cost of organizational pattern developed for each course. It has to become a basic part of your thinking. The use of your plan should be given considerable thought. For example, the administrative staff, and the custodial staff, are going to be year round expenses. Increasing the number of weeks in which instruction is going on will reduce the expense of these items proportionally. This in turn relates to the amount of money you need per semester hour. These elements have to be part of your thinking: the number of hours you operate in a day, the number of hours you operate in a full week (since this becomes a factor in determining how many classrooms you have to build). A decision as to whether a classroom seat is to be used over three times or 45 hours a weekis a determining factor as to how many classrooms are needed.

In terms of a community college planning, we have to think in terms of finding ways to occupy students when they're not in class but still on campus, (where we want them). So we have to think in terms of what kind of planning to do here, how many hours are we going to try to keep them on the campus, or are we not going to try to keep them on the campus. In my own opinion, particularly in a very urban area, I should keep them on the campus or I'm not to have success with them. Another factor related to this is in terms of how much space you need for accomplishing this objective. All of this entails very serious economic planning. It is of particular importance because I don't believe there is going to be six times as much money for higher education in 1977. If you take my two basic assumptions that the enrollment will double and salaries will increase by 50% and we keep the same practices as we have today, that means we need six times more money than available today. So I say that we have to look now for a better system and a more complete system of planning for our whole economic arrangement, and particularly for instruction.

So the whole question here of effective planning and most particular of knowing how many people are going to average out in each kind of organizational pattern or each course organizational pattern that you develop becomes a very important item. The strategy you develop for instruction, the kinds of courses you're going to have, the support people needed, are the questions that need answers. The kinds of people to do various tasks, where to use sub-professionals, professionals and where do you use your really outstanding people, are important factors that go into the total business of planning.

THE ROLE OF THE COMMUNITY COLLEGE PRESIDENT IN PROGRAM PLANNING

Dr. Frank Chambers
Middlesex County College

Philosophically speaking, the purposes of the community college appear to be three. Perhaps this might be subdivided or other things added on. I see one in which we deal with the program that is transfer oriented, a second which some people call terminal programs and are occupationally oriented. The third type of programs are part-time in either of these directions, programs which are of shorter duration and may be part way in the direction of some of our occupational programs, but lead to a diploma rather than an associate degree. All of this seems to say the thing that we read in the textbooks: to meet the educational needs of the community is the philosophy of the community college.

But the question that arises in my mind is, can you follow through with this philosophy or these purposes without a comprehensive program? Furthermore, when you discuss a comprehensive program the question that immediately arises is how comprehensive is the program? Community colleges appear to be institutions that are very democratic in nature. There are all kinds of post-high school educational needs that are met through the community college, but these are met only if there is adequate counseling, and diverse curriculums exist in the college. The ideals that I see in our community college (Middlesex) are plural. What we're after is this: we seek to offer a comprehensive program and adequate counseling. I think this is a very desirable end in itself. Unfortunately, there are practical considerations that arise, and it seems like a coincidence that after Dr. McCabe having spoken about the economic aspects, that I say the chief practical consideration in program planning is money. We might philosophically feel that we should provide certain curricula but limitations in the kind and the amount of available space are major considerations. The provision of special equipment or specialized laboratories is another factor. Can a sufficient number of students be enrolled to make it economically feasible? I think this refers to what Dr. McCabe said in that we might find that we have a break even point as to how many students we must have in a class. As an example, if all our classes operate with less than six students, it's obvious that this raises some very practical problems.

Another area of practical consideration that I see would be the relative emphasis we place on the nature of the programs that we offer. Some of our community colleges are located in regions that have a need for highly skilled technicians. And we might try to meet this need with a ECPD (Engineering Council for Professional Development) type curriculum. But the nature of the community and the academic preparation of incoming students are practical considerations that we have to take into account

when we decide whether or not we will prepare an engineering technician following along the lines of the ECPD recommendations.

The third practical consideration is something which I think has been emphasized by the previous two speakers. We as Presidents, I think, have to be sociologists. As I look at New Jersey today, as related to community college movement, we must consider that this state is characterized as an Urban community. It has a number of high speed highways for rapid communication and people can move from one part of the state to the other very quickly. There are few Rural areas. There are really no geographic boundaries, no mountains, or other barriers that hinder the rapid movement throughout the state. This is a practical consideration in program planning. It should lead up into considerations among community colleges as to whether or not there is unnecessary overlapping of curricula. In the light of the previous discussion on economic planning, perhaps a curriculum offered in one community college need not be offered in a community college in the adjacent county. I think that this is a part of the program planning for which the President is responsible.

The President also has the responsibility to recommend curricula budget and the implimentation of philosophy as it would apply to program planning. To put it more specifically, in program planning I would see the presidents taking steps such as these: (1) He defines the purpose of the curriculum. What is the nature of the person that the program is designed to prepare? It also will have implications as to whether or not this particular program can be provided in the evening division as well as the day division. (2) What is the need for such a curriculum? Is the President thinking in terms of a state wide program? He should consider whether or not this program is being adequately met in an adjacent institution. The need for curriculum is determined by surveys. There should be local, state, and federal surveys to draw upon. Information of this type can be obtained in part from educational institutions, labor, and many governmental bureaus. You may have to initate your own survey, but surveys are very difficult to administer and interpret, and should be approached with caution. We find that industrial people sometimes think in different terms from those of us in education. There are even differences of terminology between business firms as to the use of workers.

Other considerations would include information concerning starting salaries of graduates, licensing requirements. the academic rigor of your own institution. Can the institution provide for the new program that you contemplate? Do you need any additions to your faculty? This sometimes can be misleading. We think, well, we may need one or two additional people and this appears easy. For example, we are experencing considerable difficulty in finding an adequate number of nursing instructors. For some institutions, finding even one teacher is entirely impossible. The president must also know what additional equipment will be needed to carry out the program. Sometimes this can be sizable sums of money and will have to be related to your full-time student. enrollment to determine whether the

expense justifies the inclusion of the program. The next consideration is the necessary additional building space that might be needed. Does it conform with the land that you have available to carry it out? Will it fit into any master plan that you might have prepared for the institution? We might generally ask whether the program can operate within the limits of $1200 per student in terms of operational cost. The president also will see that a curriculum outline is prepared by the faculty or those staff members that are responsible for planning. The curriculum outline is a part of the program planning and is usually supplied by your faculty or by staff members who you have commissioned directly to serve on the committee for the purpose. The president needs also to ascertain what local support he will be able to obtain. Frequently there is additional federal support available at that time. We may be entering a new era in education where the federal government will share in the operating costs of certain programs.

You don't meet the educational needs of the community except as you picture how realistically you can meet these needs in line of the resources you have available to meet them. I think it raises some very serious questions as to whether we can continue to form or establish community colleges at the rate we've been doing it. The AAJC suggests that we form fifty community colleges last year. One question of mine is: What is going to last, our philosophy to meet the educational needs of the community or are we going to become single purpose institutions? Can a single purpose institution operate at considerable less expense than a multi purpose institution? If we relate these institutions to politically bounded areas that do not have the resources to meet costs of a multiple program, then we'll have to let our philosophy of meeting the educational needs of the community go by the board and simply provide a single purpose program into which all the students must conform.

THE ROLE OF THE PRESIDENT IN MERGING INSTITUTIONS INTO A COMMUNITY COLLEGE

Dr. Greenfield
Mercer County College

Frank Chambers, has just suggested one possible way out if our institutions find that they are not capable of delivering on this grandious promise of being all things to all men. Another possibility is to merge. Business firms and corporations merge for a variety of reasons; (1) to eliminate competition, (2) to provide greater efficiency in operations, (3) to gain tax advantages. Why do educational institutions sometimes merge? One reason could be to eliminate unnecessary duplication of effort and competition for students within a given geographical area. I think that the occasions for educational institutions to merge are quite rare and probably there are many in this room who couldn't recall any particular instance where this could occur.

However, it may well be that there will be a significant amount of this occurring in New Jersey in the years ahead. The technical institute programs are administered by the Department of Education on the one hand while the Community Colleges are administered by the Department of Higher Education on the other hand. This may portend some attempt to combine the problems that are faced with merging institutions into a community college. The only recommendation that I can make to those who might become president of a community college where this question comes up, is to avoid it if at all possible. I am not speaking out of any bitterness. We have gone through a merger of an older institution into the new county college in Mercer County very successfully, and I would say with a minimum of difficulty or friction. But it is quite different to try to start a new institution and at the same time merge an existing one into it, then just starting a new institution. I would say starting a new community college without merging considerations is much less complicated. You don't have to consider the problems of existing Boards of Trustees, faculties, and administrators, physical plants, etc.

In trying to merge an old and a new institution the president should determine what were the motivations behind it. Is the attempt to merge based upon some rational appreciation of an existing set of circumstances in the community? Or is it an attempt to bail out an institution that is in financial distress? I think these are quite different underlying motivations and have much to do with how the new president should proceed. For example, the Hershey Jr. College merged into the Harrisburg area County College in Pennsylvania. The older institution was just about ready to depart from the world. Therefore, this was not truely a merger, it was a legal way in which an institution got out of business.

That wasn't the situation in Mercer County. There was an institution that had started as a school of industrial arts prior to the turn of the century and had become a Junior College in 1947. It had a contractual arrangement with the State of New Jersey in much the same as the Newark College of Engineering. It provided educational services at so many dollars per student per year and there was some state support, and some local support from the city of Trenton. The Junior College proclaimed publically long before the referendum took place, whereby the voters expressed their whole hearted support for the establishment of the county college, that it would be in the best interests of all concerned that if the county college did come into existence, the Trenton Junior College should be merged with it. The chief reason for proposing the merger was to avoid leaving two institutions in the same immediate geographical area providing duplication of services and competing for the same students. I think the underlying motivation for such proposals have to be identified and understood. Many problems can exist in the merging process. Economic problems arise because you are dealing with two Boards of Trustees rather than one. The game of "boardmenship" is learned the hard way very often. Trying to be the statesmen for two Boards of Trustees can be a very interesting balancing act on occasion.

The president must deal with the history of the institution that is being asked to go out of existence, literally. The Board of Trustees of an existing institution has a natural pride in what has been performed in the past and its accomplishments. The old Board of Trustees has a sensitivity about criticism about comparisons between what will be in the glorious new days ahead as against what has been in the past. A wise president is extremely careful and diplomatic in not contrasting the inadequate old with the promising new. Even so, the president does rub some salt into some wounds. We all know that the normal state of human beings is to be concerned about change, to be anxious about it, to resent it somewhat. Boards of Trustees are no exception to this rule. If a spirit of positive cooperation is to be obtained, the president will have to take into account the historical antecedents of the older institution that is being merged into the new. If he fails in this regard, mutual suspicion of motives can appear, along with disagreement over the fine points in the proposed merger agreements.

Still another set of problems comes up because the president has two administrations. He needs to determine and declare the future status of the older institutions administrative personnel. What is to become of them? If they feel that they're getting the ax, if they feel they are not being given due recognition and security, their spirit of cooperation can become one of hostility. Some results of this can be the dragging of feet, and attempts to make you look bad while they look good. You, as president, are tempted to do the same thing. It's always much better to talk from ground zero to show what a wonderful job you're doing. It's easy to paint a black picture of what others have done before you, in the interest of enhancing

your own performance. So this problem of dealing with the existing administrative staff is a serious one.

The president also has two faculties: those that are being inherited by the new community college and the ones that you are appointing. How do you blend two faculties into one? I don't know whether there are easy answers to that question. The first part of the answer is that it must be done. As soon as possible, the phychology of "we" (the new) and "they" (the old) has to be eliminated. We have to talk more and more about "us." Of course, you can expect, without being too disappointed, to have some recurrences of this "we and they" come out on a specific occasion, depending upon the stresses at that moment. I would think this will occur for many years.

Another set of merger problems deal with the community. There will be some in the community who will be quite disappointed in that they believe the results of the merger will produce no change. On the other hand, there are individuals and groups in the community who will be very alarmed over the thought that something very precious and old is being lost in the process of merging.

Of course, an existing institution has assets and it has liabilities, both in terms of human beings, physical assets, and in terms of property and finances. What is to become of the property of the older institution and of its financial resources? How is this to be integrated so that which is salvagable can be integrated into the new facilties and equipment? If a surplus exists, where does it go? Are there any legal restriction to the deeds, bequests, etc. that will prevent you from using these assets to best advantage? If so, you had better find out about them in a hurry.

Then there are students of the existing institution. At some point, they are going to be no longer students of the older institution but students of the new County College. You know the students have feelings about these things too. There is a tendency to not consult with them or think of them during the process of developing the instruments for implementing the merger. The students of the older institution are concerned about whether the new county college will be accredited. We know that accrediation means alot to those who should know better, such as high school guidance counselors and administrators, and four year college Admissions Officers and registrars. The parents and the students themselves pose the questions: Will I be able to transfer my credits from your institution to another? You have to meet the problem of what happens with accreditation of the older institutions and does it effect the students? Since the freshman in the old institution are going to be sophmores in the new institution, who is going to grant the degree? Little items like this have to be thought through and they can lead on occasion to blue Sundays too!

One major faculty problem deals with tenure, if any exists in the older institution. Obviously, if faculty have earned tenure in the institution that is going out of business, one of the most pressing questions is whether they will retain tenure with the new institution. If not, all hell can break loose very quickly. How about the non-tenured members of the older institution? How are they going to be carried over? Is it going to be some kind of election device whereby some will be appointed but others will not? This must be made all clear to all concerned so there aren't charges of trickery after the fact. Shall credit be given for prior service toward tenure in the new County Colleges? Or shall it be ignored, wiped off? Does everyone start from year one as far as tenure is concerned? Other than those who had tenure prior to the merger, one approach that could be taken is that every year of service counts toward tenure, whether it was in the old institution or in the new. What about academic ranks if they aren't exactly parallel? If the old institution had a system of no academic ranking, how do they fit into an academic ranking system?

How do they fit into the salary structure? If you have a given salary structure in the old institution and the salary structures don't coincide where does each old institution instructor fit in? The president needs to have some answers to these questions well in advance. What about fringe benefits? Are they going to be improved? Are certain fringe benefits going to be withdrawn because they are not the policy of the new Board of Trustees? If so, this better be made known before the merger takes place.

Now what is the president's role in all this? I think the president has to balance the interest he has in his own institution (the county college) with those of the merging institution as well. The legitimate interest of the old institution can not and should not be ignored unless you want to look for another job. I think its a delicate matter of keeping clearly in mind what the heart of the matter of interests of your institution are from which you will not budge. You must identify those interest you will negotiate away. There's plenty of room for acknowledging significant interest of those associated with an old institution.

As president you are executive officer of your own Board of Trustees, and yet you have to obtain the confidence of the other Board during the difficult period when you are the agent of the Board while merger agreements are being forged. This feeling of confidence must continue while the transition period is occurring, as well as after the merger agreement has been signed, sealed and delivered. You are not going to merge overnight. There is usually going to be a period of months or a year before this takes place. So you are literally working with two Boards of Trustees for an extended period of time. You have to provide the older Board with a reassurance that the legitimate interest of their faculty, administration, and their pride are not going to be trampled into the dust. Of course, you have to serve as advisor to your own Board of Trustees as to what the basis of the merger will be. You have to be one of the principle negotiators. A president who says that he should

stand above and beyond these things is a lunatic or a coward, neither of which I may cling to. Then there is the problem of evaluating, at some distance, officers of the other insitutions. You see you can't just walk in there. There's a president over there and he'll chop your head off till the day the merger takes place. He's like any lame duck president. Yes, its true a lame duck is in a very awkward and difficult position himself. One that, I think, we have to have a great deal of empathy for. Certainly one of the things that has to be avoided is giving the appearance of undue haste, indecent grasping for the power that resides in the office before the hour strikes. So you do have to try to look at the Deans and the other administrators in the institution if you have not already appointed another whole set of your own, and this is typically the case. In the case, I am mentioning, which of those look promising to you? Which of those do you want to make an offer to in terms of retaining that administrative position? Which of those appear to be hopeless and yet tenured? Where do the reassignments go? If you decided that the present Dean of Administration is not the man for you, what are you going to do with him. He usually has tenure and academic rank. How are you going to go about it? Who are you going to dismiss in advance? Are you going to wait until the merger takes place, and then after all the smiles and so forth, call each of them into a sound proof chamber?

These are some of the things that you have to consider. You have to try to become the leader of the other faculty before the merger takes place, and yet you have to avoid as I said, a premature taking over, causing the existing president to be understandably upset. So you have to retain your distance and yet you can't ignore the existance of the other faculty that you are going to be inheriting. It is a very delicate art of diplomacy and I think it is a fascinating situation which calls for the best of good will, tact and understanding.